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November 2, 2015

Based on the concepts/ideas from Chapters 1 and 2 in the *Doing History* textbook discuss how your thematic unit will realize the following as discussed in these chapters:

* Interpretive

Students will be using a variety of primary sources and artifacts throughout the thematic unit. Application of critical thinking skills and will be encouraged and emphasized, as history is interpretative.

* Emphasis on narratives

While there will be many written documents students read, students will apply their critical thinking skills to analyze and evaluate these sources—interpreting in different ways.

* Not just about Politics

As students will be gathering pertinent information of the geographical, political, social, economic aspects of the Southeast region of the United States, they will be learning about a variety of historical happenings and various concepts—the thematic unit is not just about politics.

* Purposeful

The thematic unit is purposeful, as students assume a real-world role in a real-world situation. Students are going be reporters and/or experts that create a video for the Smithsonian National Museum of American History in which they report the political, social, geographic, and economic history of the Southeast region and describe influences and/or changes that connect to the present.

* In-Depth Learning

Analysis and evaluation of primary sources and artifacts will be taught throughout the unit and students will ultimately synthesize information they gathered. The synthesis may include comparing/contrasting the past/present, which can, in turn, help them connect history and social studies to their lives.

* Disciplined Inquiry

This thematic unit not only covers history, but it also covers geography, cultures, politics, and economics of the Southeast region. Also, many themes of social studies—as well as other subjects—are integrated in the unit.

* Teacher Scaffolding

Gradual Release of Responsibility (GRR) will be used throughout many of the lessons, and will help students gain ownership of their learning.

The teacher provides scaffolding while students are conducting research and organizing information. Graphic organizers, which are a great tool for students to utilize, will also be provided to help students organize information and concepts.

* Constructive Assessment

Using the GRASPS framework, the summative assessment of my thematic unit is authentic and provides students with a real-world role and situation. Students will create a video for the Smithsonian National Museum of American History in which they report the political, social, geographic, and economic history of the Southeast region and describe influences and/or changes that connect to the present.